Special Educational Needs & Disability (SEND) Information Report & Local Offer (To be read in conjunction with the TPAT SEND Policy)

Date Written	May 2025
Reviewed On	May 2027
Regularity	Annually
Next Review Date	May 2027
This policy has been reviewed and adopted by LGB Date: May 2025	

SEND Information Report and Local Offer

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1. Introduction

Our Local offer and Information Report read in conjunction with the TPAT SEND Policy aim to:

- Set out how St Erth Primary School support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This Local Offer and Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

St Erth Community Primary School is a member of Truro and Penwith Multi Academy Trust (TPAT).

We are a small village school in West Cornwall which prides itself on having an inclusive ethos and ensures every child can access the curriculum, extra - curricular activities and outside visits. The school has 4 classes.

In Reception class all pupils follow EYFS framework and in Key Stages 1 and 2 pupils follow the national curriculum.

Our aim is to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information in different ways and at different rates;
- need a range of different teaching approaches and experiences.

We have a history of working with pupils with a wide range of needs and have consistently achieved 'good' in our Ofsted inspections.

We aim to meet the individual needs of all our children through quality first teaching, identifying additional needs early and offering a range of strategies and intervention programmes targeted to meet the additional needs of individuals and groups. We ensure children's additional needs are met through the Graduated Approach, which includes the Assess, Plan, Do, Review Cycle (APDR).

We provide additional and/or different provision for the range of needs as described in the SEND Code of Practice:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical needs.

We recognise that some of our children will have needs in more than one category.

We have excellent links with our on-site pre-school provision and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or other provision.

Our highly motivated teachers and support staff have a high level of experience and training relating to a wide range of SEND. Training is ongoing and relevant to current and anticipated need.

We work closely with a wide range of outside agencies to ensure that every child has the opportunity to learn and make progress.

Our school environment (internal and external) and school routines, such as lunchtimes and break times, have been carefully designed to improve pupils' relationships and wellbeing. They are designed with adaptability and accessibility in mind to ensure we provide a welcoming place for all learners.

We have an excellent outdoor environment, which is currently being developed further. This outdoor space enables our Forest School which is a highly beneficial addition to the curriculum.

We also have a Breakfast Club and a wide variety of clubs and extra-curricular activities after school. We work with parents to ensure that children with SEND have access to a range of opportunities for personal development. For example: music tuition, sports clubs and residentials trips.

We have strong community links as well as working in close partnership with other schools in the Truro and Penwith School Trust.

We believe that it requires a whole team to help those with SEND. Parents/carers are a hugely important part of this team. They know their children best and are often experts on any disabilities, illnesses or needs their child may have. We will always endeavour to include parents and value their input, in discussion and planning of provision for their child's needs.

1. Our Aims

Through our local offer we aim to:

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils.
- Promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with general and specific learning difficulties effective and personalised programmes.
- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills. Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs.

Staff are committed to identifying and providing for the needs of all pupils, in an inclusive environment where pupil abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that

special educational needs are catered for in every areas of the curriculum so pupils can achieve positive outcomes.

St Erth Primary School has high expectations of respect and kindness towards each other, using rewards as positive reinforcement and with a view to learning from our mistakes (using metacognitive strategies). See also Behaviour Policy.

3. Definitions

See Truro and Penwith Academy Trust SEND Policy.

4. Roles and Responsibilities

4.1 SENDCo



Our SENDCo is: Ms Lucy Clough. She is a qualified teacher with over 25 years of experience and has the National SENDCo qualification.

l.clough@sterth.tpacademytrust.org

The role and responsibilities of our SENDCo are set out in the TPAT SEND Policy.

4.2 Local Monitoring Committee – SEND



Our Local Monitoring committee member (formally governor) for SEND is Kate Rowan.

You can contact her on secretary@sterth.tpacademytrust.org

The role and responsibilities of our Local Monitoring Committee are set out in the TPAT SEND Policy.

4.3 Headteacher



Our Headteacher is Mrs Joanne Bradbury

jbradbury@sterth.tpacademytrust.org

The role and responsibilities of our Headteacher are set out in the TPAT SEND Policy.

4.4 Teachers

The role and responsibilities of our teachers are set out in the TPAT SEND Policy.

We recognise that there needs to be a whole team around the child with SEND. Those involved may differ according to individual need, but will always include the child, their parent/carer, teacher, SENDCo, headteacher and relevant others.

4.5 Teaching Assistants (TAs)

We have a team of TAs who work under the guidance of teachers and are trained in certain areas.

Some TAs are trained to provide additional interventions such as Project X Code, Precision teaching, sensory circuits, Thrive Approach sessions, ELSA, maths and literacy catch up.

5. How we identify SEND

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this each evening at the school gate, call into the office, email or call the office.

They will pass the message on to our SENCO, Lucy Clough who will be in touch to discuss your concerns.

You can also contact the SENCO directly, see above.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.
Together we will decide what outcomes to seek for your child and agree on next steps.
If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

Early identification is vital.

Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information may also received from a previous school or setting.
When a concern has been raised, the SENDCo may then advise, or observe in the class and then advise the teacher on strategies/interventions. The pupil will be closely monitored to see if advice followed has closed any gaps.

If progress is not made quickly enough, then the school will place the pupil on our SEND register and have a conversation with the parent/carer to inform them of this. (See pamphlet on Website).

Every school must keep a register of pupils with SEND and it helps ensure provision is made well for those pupils. At St Erth we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation; identifying and helping with the underlying cause where at all possible.

The flow chart below shows the process of SEND Support.

Truro and Penwith Academy Trust



4 Areas of Need

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and / or Physical (S&P)

SEND Process Flowchart

Quality First Teaching
Class teacher identifies a need and implements QFT strategies and interventions. Fact find and record on class provision map.

→ **Meet with Parents & Carers**
Discuss concerns, support at home, medical / health check. Monitor and share progress. Record on class provision map.

→ **Progress Monitored**
Child's progress is monitored, QFT used, reasonable adjustments made. Half term Assess, Plan, Review, Do.

→ **Is the child making progress?**

YES → **Quality First Teaching**
Continue to use QTF strategies and interventions to identify and close the gaps. Record on class provision map. (SENDCo involved)

NO → **Cause for Concern**
Concerns are discussed with SENDCo. Review interventions, progress. Discuss with Parents / Carers.

→ **Pupil, Profile Provision Plan**
Create a PPP, gain Pupil Voice. Discuss additional support and interventions with Parents / Carers. External agencies may be involved.

→ **Progress Monitored**
Half termly reviews. Assess, Plan, Review, Do. Gain two terms of evidence. Consider adding to SEND Register

→ **Is the child making progress?**

NO → **External Agency Involvement**
Direct work from specialist professionals.. Use advice to inform interventions & support. Update PPPs

→ **Progress Monitored**
Two terms of evidence of the implementation of strategies and advice from external agencies. Update Parents / Carers

→ **Is the child making progress?**

YES → **Continue With Support**
Termly updates with parents to discuss targets. and, support in place. Update PPP.

→ **Child has Closed the Gap**
Interventions and advice has been successfully closed the gap. QFT can meet the child's needs with reasonable adaptations. Discuss with Parents / Carers to remove from SEN Register.

NO → **Consider EHCNA**
Application for an assessment for an EHCP. Person Centred Review with Team Around the Child.

KEY

- Class Teacher
- Teacher & SENDCo
- SENDCo

At St Erth, we ensure that the assessment of educational needs directly involves the learner, their parents/carer and their teacher. The SENDCo will also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams.

6. Monitoring pupil progress

Monitoring progress is an integral part of teaching and learning within the school.

There is regular assessment within lessons, and progress and attainment data is gathered half-termly. This is analysed by both classroom staff, Senior Management Team and SENDCo. The SENDCo also reviews the progress of all pupils with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, pupil and parents and discuss what the issues are and what action could be taken. The SENDCo is then involved in supporting teachers drawing up ADPR plans for children.

The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below

Once a child is placed on SEND Support they enter a system of APDR (Assess, Plan, Do, Review). Please see TPAT SEND Policy.



Teachers and Parents work together to develop targets and strategies to help the child. Review meetings are at least termly.

If relevant, the teacher or SENDCo will consult with parents about seeking advice from internal (TPAT) and external support services.

This could be if a pupil:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematical skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service,
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The graduated response using an Assess, Plan, Do, Review strategy employs a small-steps approach ensuring pupils have targets to meet their personal needs. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on an EHC plan or SEN record of need have an APDR plan.

Effective planning helps parents, children and young people with SEND express their needs, wishes and goals.

7. Working as a team

The staff at St Erth school work closely with parents and pupils. They value their views and involve them fully in reviewing provision to ensure the pupil's progress and success.

7.1 **Partnership with parents and carers**

The school works closely with parents and carers in the support of their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Communication is central to this. Parents and carers have much to

contribute to our support for children with special educational needs. As such we have:

- home/school books
- Regular meetings and phone conversations
- SEND Coffee mornings
- APDR meetings termly where parents are asked for their input.
- Yearly Parent Voice survey
- Meet and greets daily with child and parent where needed.

The school website contains details of our policy and Information Report for special educational needs, and the arrangements made for these children in our school. A named Local Monitoring Committee member (Kate Rowan) takes a particular interest in special needs and is always willing to talk to parents and carers.

At the regular termly meetings with parents, progress and targets of special needs children are shared and discussed with their parents or carers. We consult with the parents/carers regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We hold regular meetings with Teachers, TAs, SENDCo, SEN governor and Headteacher to review and update the progress of pupils with SEND.

7.2 Partnership with pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their APDRs and in the termly review meetings. Children are encouraged to make judgements about their own performance against their APDR targets. We recognise success here as we do in any other aspect of school life

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey.

8. Working with Internal (TPAT) and external support agencies

If required, the school will ask for support from the inclusion team within the Trust and can also refer to external agencies such as:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Mental Health Support Team (MHST)

Education welfare officers

Social services and other local authority (LA)-provided support services

Voluntary sector organisations

Local Authority SEND Support Teams.

See Appendix A.

9. Education, Health & Care Plans

9.1 Assessment

Where a pupil's needs cannot be met through SEN Support school resources, the school will, in consultation with the pupil's parents, request a EHC needs assessment. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision. This process takes 20 weeks. More details can be seen here: Request an Education, Health and Care Plan needs assessment - Cornwall Council

9.2 Named school

If St Erth Primary school is consulted by the authority regarding being a named school on an EHCP we will respond to the consultation. If St Erth Primary School is named on a pupil's EHC plan we will admit the pupil and ensure that all those teaching or working with the pupil, are aware of the their needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

9.3 Reviewing an EHC plan

St Erth School will:

- Ensure annual reviews take place at least annually and sooner if required. This includes convening the meeting on behalf of the local authority if requested (interim APDR meetings will also take place between annual reviews).
- Ensure that appropriate arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Targets from the EHCP will be used to inform the termly APDR (Assess, Plan, Do, Review) process.

10. Data, Record Keeping and Confidentiality

Data and record keeping

The school will include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, development of all pupils.

The school uses a confidential online tool called Insight to record and share all SEND data. It is interactive so records can be updated quickly. For

example. When children reach outcomes set out in their Learning Plan it can be recorded immediately.

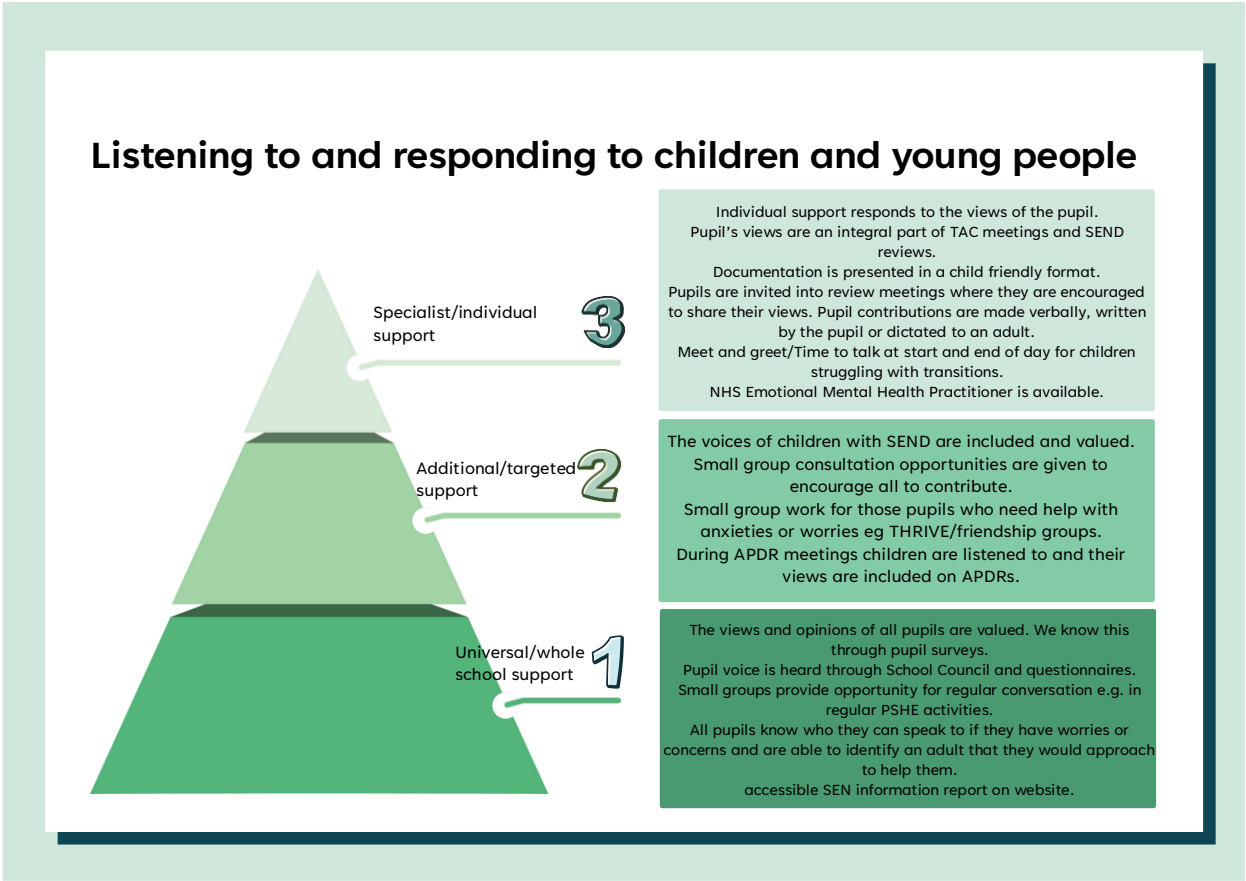
11. The levels of support and provision offered by St Erth Primary School - our Local Offer

The support and provision St Erth school make for children with SEND can be found below.

1 – This is support and provision that is available to the whole school.

2 – This is support to those who need some additional help. This may be targeted for a particular need and is often time limited.

3 – This is specialist or individual support for pupils with high or particular need.



Partnership with parents and carers

3

- Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.
- Parents/carers views are an integral part of any SEND reviews and meetings.
- Parents/carers are offered support with any parental contribution and accessing documentation as required.
- Parent/carers are encouraged to access support from outside of school via the Family Information Service/ Local Offer/CAAP/Cornwall Parent Carers.
- The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns.
- Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.
- Regular face to face and telephone conversation with SENDCo to ensure progress is being made.

2

- Parent/carers are encouraged to contact the school with any query/concern at any time.
- Concerns are always heard and acted on.
- Parent/carers are encouraged to attend information sessions and workshops in order to support their child's learning. Information about these is shared in the newsletter or suggested to specific families.
  - Phonics sessions for KS1 parent/carers
  - Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers
- SEND Coffee mornings take place for parents of children on the SEND register.
- Termly SEND APDR progress meetings are held between the class teacher and parents. The SENDCo may attend. At these meetings parents views are listened to and recorded.
- A small number of SEND reviews are followed by TAC/TAF/PEP/CiC meetings.
- The SENDCo and classteachers are happy to talk to parent/carers at other times throughout the year.
- Parent views are collected through parent/teacher meetings and surveys.

1

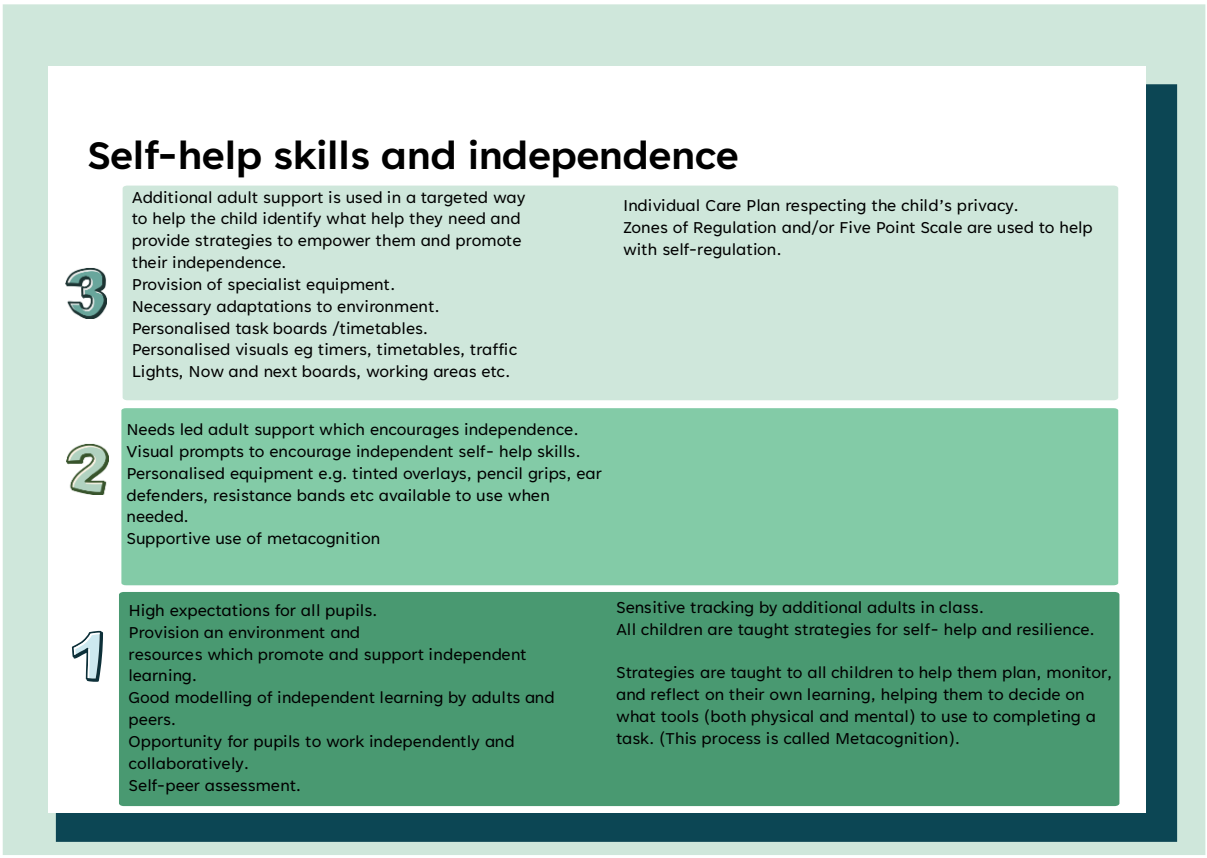
- All parent/carers are actively encouraged to work in partnership with the school.
- There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements.
- The parents/carers of all pupils are invited to attend parent consultations twice a year in the Autumn and Summer terms.
- New EYFS children/parent/carer have a home visit with their class teacher and headteacher in the summer term before they start school.
- A progress report is sent home at the end of each term, with a detailed full report to parents/carers in the Summer term.
- Home School reading diaries provide a vehicle for general communication.
- Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.
- School website provides information and sign posting for parents/carers.
- School website, weekly newsletter and text messaging are used for reminders and general information sharing.
- Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year.
- Early Birds Breakfast club is available to provide childcare before school.
- There are a variety of after school clubs and extracurricular opportunities available to pupils each week.

The Curriculum

3	Children with SEND access the curriculum with adult support, scaffolding or modification as appropriate. Specialist advice is sought and recommended equipment and resources are used as directed e.g. daily exercises as advised by an OT. Children's interests and strengths are used to encourage engagement in their learning. The curriculum is adapted to meet individual need e.g. children may go to Riding for the disabled or take part in the Wave Project.	All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips. Specific needs are provided for on a one-to-one basis ensuring the needs of the individual child are met. Inclusion is important and provision is made so that children with SEND can always have access to school trips.
2	Through our rigorous tracking we identify pupils who need additional support/ specific intervention. Each topic area has been considered and curriculum leads have identified where and how the curriculum can be adapted for those with SEND. Children access curriculum enrichment opportunities. Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children.	Intervention tracking monitors progress of those children at risk of making less than expected progress. Small group intervention may include: Phonics Reading comprehension Spelling Numeracy Fine motor skills/handwriting Speech and language Social communication etc
1	The National Curriculum and Early Year's Framework are used and are designed to ensure all children can be included. We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. All children have access to the curriculum with reasonable adjustments made as required. Tracking and assessment are used to inform planning	Barriers to achievement are identified early to allow effective provision to be put in place. All KS1 pupils access our phonics scheme. If children have not understood specific concepts in maths and English in the morning then they are reinforced in the afternoon. We use a topic-based approach catering for all different learning styles. Outdoor learning is encouraged throughout the school and Forest School experiences are incorporated into our curriculum.

Teaching and Learning

3	Personalised and highly differentiated work is provided to enable independent learning. Individualised targets are created through the assess, plan, do, review process. These are reviewed on a regular basis in class (between staff and pupil) and at least termly with parents. Bespoke support packages are created for individual children (additional to and different from what is normally available in the classroom) The children receiving this level of support will have needs such as: speech and language, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability. Individual targeted teaching following specific programme e.g SALT programme.	One-to-one support may be put in place for the children with the greatest need. This resource is used carefully to ensure the children maintain as much independence and contact with peers as possible. Explicit support is given to individual children on how they can develop metacognitive strategies in areas they find difficult. Advice/Input from specialist teams or outside agency eg Educational Psychologist, teacher for the deaf/visually impaired. Special test arrangements are organised as required. Where a child needs specific, complex, ongoing support in additional to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made. Where a child has an EHCP, targets will relate to their plan in order for them to make progress. Where a child has an EHCP this will be reviewed at least yearly (or sooner if adults around the child feel it is necessary).
2	Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. Sensory strategies are used for those needing input to be ready to learn ie proprioceptive input between lessons, brain breaks, resistance bands on chairs.	Children are screened for dyslexia. Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. Access to technology such as floorbots laptops, iPAD, etc. Homework Club/ Teacher Tuition by invitation. Literacy support tools available for those pupils who have traits of dyslexia.
1	All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities. The school is working towards being reaccredited with the 'Inclusive Dyslexia Friendly Schools' quality mark. All staff have had training in Trauma Informed Practice Children work in ability groups, friendship groups, pairs and independently during the school day.	All staff encourage children to use metacognitive practice i.e. using 'Ready, Reflect Review' in all of their learning. Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning. There is effective feedback to children - face to face and through marking. Alternative ways of recording may be used. Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays.


Self-help skills and independence
3
Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence.
Provision of specialist equipment.
Necessary adaptations to environment.
Personalised task boards /timetables.
Personalised visuals eg timers, timetables, traffic Lights, Now and next boards, working areas etc.
Individual Care Plan respecting the child's privacy.
Zones of Regulation and/or Five Point Scale are used to help with self-regulation.
2
Needs led adult support which encourages independence.
Visual prompts to encourage independent self- help skills.
Personalised equipment e.g. tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed.
Supportive use of metacognition
1
High expectations for all pupils.
Provision an environment and resources which promote and support independent learning.
Good modelling of independent learning by adults and peers.
Opportunity for pupils to work independently and collaboratively.
Self-peer assessment.
Sensitive tracking by additional adults in class.
All children are taught strategies for self- help and resilience.
Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to completing a task. (This process is called Metacognition).

Health, wellbeing and emotional support

3

An NHS Emotional Mental Health Practitioner is attached to the school and works with individuals or parents on identified issues.
School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc.
Pupils with specific medical conditions have individual health care plans which are completed with parents.
Meet and Greet.
Individual and/or group Nurture sessions based on Thrive and Trauma Informed Schools Practice.
Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs.

Additional support for pupils can be requested from:
CAMHS
School Nursing Services
Dreadnought
Penhaligon's Friends
Educational Psychologist
Speech and Language therapy service
Behaviour support
Social care
Early intervention programme

2

Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport.
School Nurse Team available for advice and support for families and school.
Support for families available through Family Information Service (FIS).

Pupils are voted onto the School Council on an annual basis, per class from Y1– Y6.
Staff are Team Teach trained as appropriate.

1

All staff are trained in trauma informed practice and emotional coaching.
School has a senior mental health practitioner and a trained mental health champion.
In Jan/Feb the whole school has a Wellbeing Day. Teams take part in different wellbeing activities throughout the day.
As a school we aim to develop the whole child.
Safeguarding a priority.
Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff.

All necessary risk assessments are in place.
All children access PHSE.
Peer support is encouraged.
Majority of staff are trained in Paediatric first aid to ensure safety of the pupils.
Sex and Relationship curriculum is taught in all year groups using the Jigsaw Curriculum.
Safeguarding information clearly displayed.
School promotes healthy life style living through healthy food/snacks, physical activity, growing etc.
Access to extensive outside space.
Access to Breakfast and After School Clubs & activities.

Social Interaction Opportunities

3

Individual adult support provided to encourage collaborative activities.
Use of social stories with individual children to promote social skills.
Pupils with dedicated TA time may need supporting during playtimes.
Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum.

2

Small group activities such as Circle of Friends/social skills group/THRIVE.
School Council represents the views of each class from Y1 – Y6.
Lunch time play ambassadors support inclusion on the playground.

1

School visits and camps.
All children have opportunities for social interaction, regardless of need or ability.
All children belong to a class with a named teacher.
All teachers plan lessons that include collaborative working and social interaction.

All pupils are in a 'House Team'.
All reasonable endeavours are taken to ensure all children can access visits and residential trips.
School works in partnerships with other schools especially within the St Ives and Hayle clusters of schools.
Extra-curricular clubs are available regardless of need.

The Physical Environment

3

Specialist equipment to enable children to be independent e.g. tinted overlays/exercise books used to support pupils with dyslexic tendencies.
Advice followed from specialist teachers for children with sensory/physical needs.
Accessible toilet.
Parking bay for those with a blue badge.
Classrooms and corridors are made accessible for all pupils.

Ramped access to school premises at the main entrance of the building.

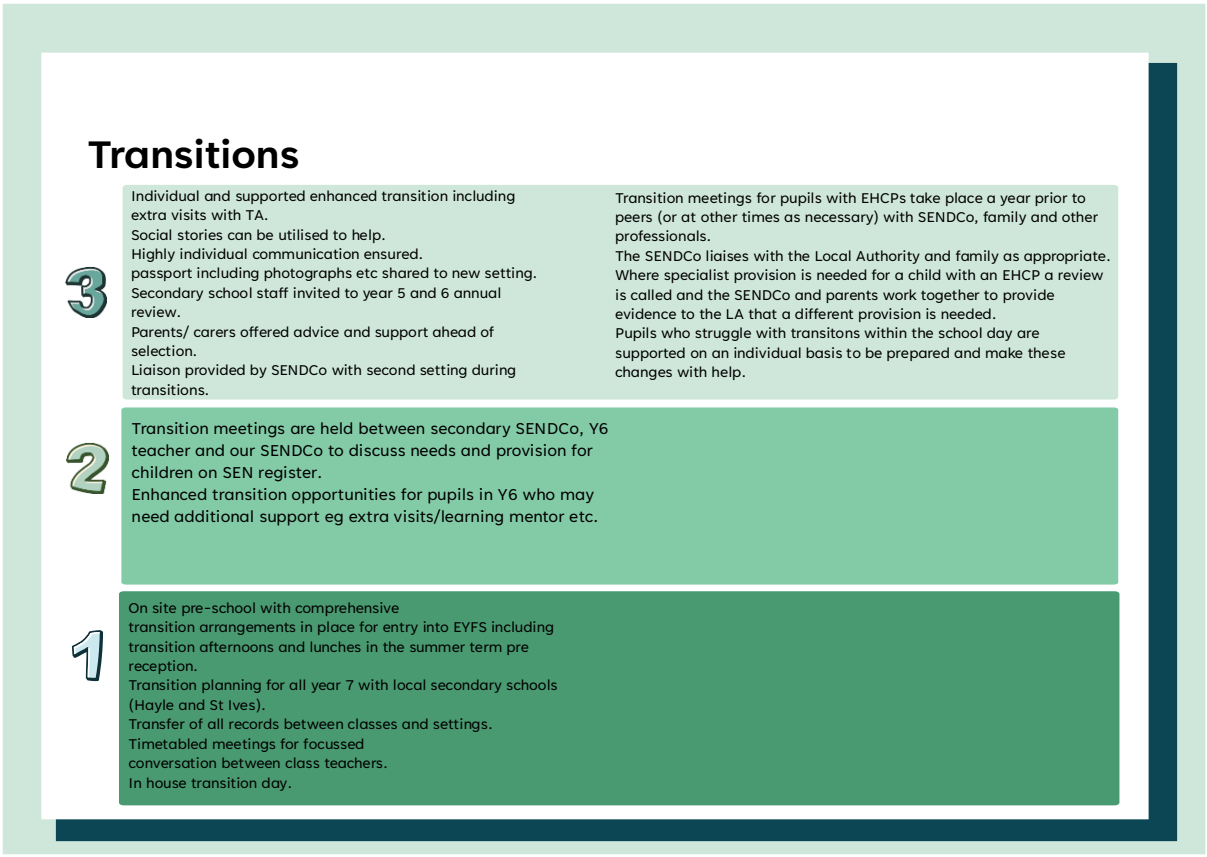
2

Access to quiet spaces outside.
Alternative arrangements for unstructured times e.g. lunch times.

1

All areas of the school on the ground floor are accessible to everyone including pupils with special educational needs.
Pupils feel safe in an environment, where bullying is absolutely minimal and dealt with effectively.
Named Dedicated Safeguarding Lead/Cover Safeguarding Lead.
Named Health and Safety Governor who undertakes regular audits and checks.

All areas of the school are inviting, engaging. support learning and value children's motivation.
Teacher's focus on rewarding good behaviour to promote a positive learning environment with clear sanctions used consistently.
Rewards and sanctions systems are robust and displayed around the school.


Transitions
3
Individual and supported enhanced transition including extra visits with TA.
Social stories can be utilised to help.
Highly individual communication ensured.
passport including photographs etc shared to new setting.
Secondary school staff invited to year 5 and 6 annual review.
Parents/ carers offered advice and support ahead of selection.
Liaison provided by SENDCo with second setting during transitions.
Transition meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals.
The SENDCo liaises with the Local Authority and family as appropriate.
Where specialist provision is needed for a child with an EHCP a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed.
Pupils who struggle with transitons within the school day are supported on an individual basis to be prepared and make these changes with help.
2
Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo to discuss needs and provision for children on SEN register.
Enhanced transition opportunities for pupils in Y6 who may need additional support eg extra visits/learning mentor etc.
1
On site pre-school with comprehensive transition arrangements in place for entry into EYFS including transition afternoons and lunches in the summer term pre reception.
Transition planning for all year 7 with local secondary schools (Hayle and St Ives).
Transfer of all records between classes and settings.
Timetabled meetings for focussed conversation between class teachers.
In house transition day.

Appendix A
Services and organisations that we work with

Service/organisation	What they do in brief
Child Health Department	Community paediatricians, physiotherapists, occupational therapists (OTs), speech and language therapists, emotional and mental health practitioners and other health professionals work with children with individual needs
Educational Psychology	Specialists in learning, behaviour and child development
SEN Support Services	Teams cover Autism, Educational Psychology, Moving and Handling, Augmented and Additional Communication, Cognition and Learning, Speech and Language, Hearing, Physical and Medical needs, Vision
Speech and Language Therapy (NHS)	Advice and support for all speech and language and communication needs
Child and Adolescent Mental Health Service (CAMHS)	Support children and adolescents with a wide range of emotional, mental health and behavioural issues
Penhaligon's Friends	Support and programmes to help bereaved children and their families
Dreadnought	Support and programmes to help children with behavioural and emotional difficulties
Early Help Hub	Single point of contact and co-ordination service for disabled children

Educational Welfare Service	Promote children's regular school attendance
School Nurse Team	Providing community health services and support to schools, children and their families
Multi Agency Referral Unit (MARU)	Provide advice and multi-disciplinary response to concerns about safety
Statutory Special Educational Needs Service	The Statutory Special Educational Needs (SEN) Service is responsible for: The Education, Health and Care (EHC) needs assessment processes and the maintenance and review of existing EHC plans The team work with, education settings families a range of services and other local authorities.
Sendiass (Special Educational needs and Disability Information and Advice Service)	Provide information and support for parents and carers of children with individual needs
Family Information Service	Provides impartial guidance on local services and support available to families

Appendix B

Cornwall's Local Offer

Cornwall's 'Local Offer' can be found here:

https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/

What's included in the Local Offer?

Cornwall's SEND Local Offer includes the provision and guidance that is available for children and young people:

- who are aged 0 – 25 years; and those

- with or without an Education, Health and Care (EHC) plan or Statement of SEN

Please see this list of things that are included in the SEND Local Offer and quick links to the relevant part of the site.

Appendix C

Links to helpful websites:

National SEND Data
Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK

Special Needs Jungle: https://www.specialneedsjungle.com/

SEN SOS! : https://www.sossen.org.uk/

Cornwall Accessible Activities Programme: https://www.caapuk.co.uk/

Parent Carers Cornwall: http://parentcarercouncilcornwall.org.uk/

Neurodiversity Hub: https://parentcarerscornwall.org.uk/neurodiversity/

National Autistic Society: https://www.autism.org.uk/

PDA Society: https://www.pdasociety.org.uk/

Dyslexia Cornwall: https://www.dyslexiacornwall.org.uk/

Speech and Language Development: https://ican.org.uk/i-cans-talking-point/

Contact, for families with disabled children: Contact: the charity for families with disabled children

Young Epilepsy: https://www.youngepilepsy.org.uk/

Sensory Processing Disorder: www.spdstar.org

Appendix D Glossary

APDR	Assess, Plan, Do, Review	SALT	Speech and Language Therapy/Therapist
CAAP	Cornwall Accessible Activities Programme	SEND	Special Educational Needsand Disability
CAMHS	Childrens and Adolescent Mental Health Service	SENDCo	Special Educational Needs and Disability Coordinator
EP	Educational Psychologist	SENDIASS	Special Educational needs and Disability Information and Advice Service
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
EYFS	Early Years Foundation Stage	TAC	Team Around the Child
FIS	Family Information Service	Thrive	A system to help pupils with emotional difficulties.
KS	Key Stage	TiS	Trauma Informed Schools
Meta-cognition	The process by which children plan, monitor, and reflect on their own learning, This process also helps them to decide on the tools they need to complete a task.	Transition	Any change in schooling, from nursery to school, between years, key stages or schools.
OT	Occupational Therapist	Zones of Regulation	A system to help children emotionally regulate

PSHE	Personal Social and Health Education		

Information Report status and review

Written by:	Karen Golder
Status:	Trust SEND Lead
Approval date:	Oct 2025
Review Date:	May 2027